Education—1921.

Alabama.

Industrial Schools.

NEGRO SCHOOL AT ANNISTON BURNS

Montgomery Advertiser

11/3/21

(Special to The Advertiser)

ANNISTON, ALA., Nov. 7.—Fire of incendiary origin today destroyed Barber Memorial Female Seminary, a vocational boarding school for negro girls, with practically all of its contents.

The building, a large three story brick structure was valued at seventy-five thousand dollars, the total loss being one hundred thousand dollars. Twenty-five thousand dollars insurance was carried.

Several fires were discovered to have been started in the building simultaneously. All were found and extinguished except one on an upper floor.

The building was situated on the side of a hill removed from a water plug and it was impossible for the fire department to save it. Expelled pupils are believed to have caused the fire but no arrests have been made.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REL 17

Education– 1921.

Delaware.

Industrial Schools.

INSPECTION OF THE INDUSTRIAL SCHOOL FOR COLORED GIRLS

6/4/21

Wilmington Advocate

The anniversary of the opening of the Industrial School for Colored Girls will be celebrated Sunday, June 5, at the school, near Marshallton, Delaware, from 2 to 7 in the afternoon. The Board of Managers and the House Committee with the Superintendent, Miss Irene West, are planning a gala day to entertain the friends and well-wishers of the school. There will be prominent speakers present, among them Mrs. M. E. Coppin, President of the Woman's Christian Alliance, of Philadelphia, and Mrs. Ruth L. Bennett, of Chester, President of the State Federation of Colored Women's Club of Pennsylvania. The Odd Fellows' Band has donated its services, and members of the choirs of Shiloh, Ezion and Eighth Street Churches have promised to render musical selections.

Refreshments will be served under the following committee: Mrs. E. W. America, chairman; Mrs. Mahala Gibbs, Mrs. Mary Haskins. One of the best features of the refreshment table will be the real snapper soup, the snapper being donated and the soup prepared by Mr. and Mrs. Laws, the farmer and assistant matron of the school.

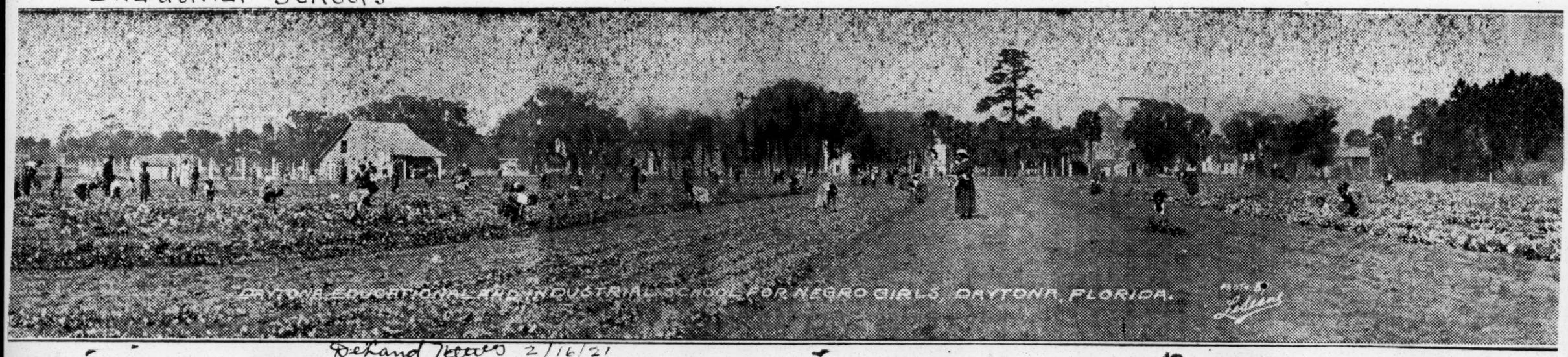
The public is urged to come and inspect the work of the institution and see how it has grown during the year of its operation. Transportation is under the direction of Gertrude J. Henry and Isaac W. Gibbs. Motor cars will leave from Ninth and Walnut and Ninth and French streets every half hour beginning at 1.30 Sunday afternoon. The bus leaves Sixth and King streets every fifteen minutes.

Mrs. M. E. Jackson, chairman Program Committee; Mrs. E. W. America, chairman Refreshments; Mrs. Gertrude E. Rose, chairman House Committee Mrs. Alice Dunbar-Nelson, acting chairman Board of Managers; Gertrude J. Henry, secretary; Irene West, superintendent of school.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Florida.

Education – 1921.
Industrial Schools



DeLand News 2/16/21

Daytona Educational and Industrial School for Negro Girls

(BY G. W. MORSE)

GROUNDS AND BUILDING.

I had hoped to have several cuts of the grounds and buildings of the school property, but the plans for procuring them failed to materialize. The accompanying cut is a view taken from the rear portion of the big garden, looking toward the school building and campus. Faint glimpses of some of the buildings can be seen in the distance.

The main school building is a two-story brick structure arranged in a large number of suitable class and study rooms, sufficient to accommodate about 250 students. In the rear of this building is the chapel, or main auditorium, which is connected with the main school building.

The school campus consists of a very fine plot of ground of ample size, having a great number of beautiful oak shades trees, ornamental shrubbery, flowering plants, etc. Many portions of the campus are well sodded with lawn grass, and the entire grounds are kept in a very creditable manner.

One large wooden building is devoted to kitchen, dining room and dormitories for the girls. This is entirely inadequate to the existing demands of the school, and a new and much larger building is very badly needed.

THE LOCATION.

This very fine institution is located in the negro settlement of Daytona, one hundred and ten miles south of Jacksonville. There is no other school of this type on the East Coast of the State, south of Jacksonville.

This school stands for a broad, thorough, practical training. its purpose is to train its students to become strong, useful Christian women, to afford them an opportunity to learn vocations, so that when they leave school they may be self-supporting, and by precept and example, in a definite way, may help to improve the conditions of the communities in which they may afterwards reside.

SOME GRAND MOTTOES.

As I passed through the buildings, almost everywhere my eyes caught sight of mottoes, either hung on the walls, or beautifully written on the blackboards of the class rooms. Here are some of the mottoes that struck me very focibly, as indicating what the institution stands for:—

"Learn Something, so that you can do Something, by which you can earn Something, and Honestly Possess Something."

"Consider the Postage Stamp, my girls; its usefullness consists, in its ability to stick to one thing till it gets there."

"Cease to be a drudge; seek to be an artist."

"Success waits at Labor's gate."

"Success homes in Cans; Failure in Cants."

"Pray do not grasp at the Stars, but do life's plain, common work as it comes, certain that daily duties and daily bread are the sweetest things."

"More Beyond." "Think." "Speak Softly."

"Man lifts himself by lifting Man."

"Self control, Self Respect, Self Reliance, Race Pride."

"God Hears and Answers prayer."

On one blackboard, written in very perfect and beautiful characters, were the following expressive and admirable words:—

"There are but two ways of shaping your career: one is to drift with the tide, the other to have a definite goal to steer straight for the mark on the farther shore. The world makes way for the man who knows where he is going, but it jostles the dreamer and the drifter to the side-lines. It is your attitude towards the present moment your realization of its possibilities, which counts more in the fight than any vague, indefinite imaginations about the fture. Be thorough. The first step towards the rewards of industry is to do the immediate work at hand with all your might. And remember this: an ounce of determination applied to a specific purpose is worth a ton of genius, which is all latent capacity, without character or ambition."

THE FACULTY.

As indicating something of the scope of the activities of this institution, the following statement of members of the faculty and their several lines of study is, suggestive:

1. Principal, Mary McLeod Bethune; 2. Academic Department and School Secretary, F. R. Keyser; 3. English and History, N. E. Duncan; 4. Mathematics and Latin, M. L. Reese; 5. Science and Home Gardening, L. J. Bryan; 6. Geography History and Vocal Music, J. D. Ballentyne; 7. Seventh Grade, G. S. Thomas; 8. Sixth Grade and Homecrafts, V. B. Booker; 9. Fourth and Fifth Grades, I. V. Roberts; 10. Music, J. W. Roberts; 11. Domestic Art, S. C. Andrews; 12. Primary Department, M. E. Bonneua; 13. Kindergarten and Physical Training, B. M. Holly; 14. Business and Office Secretary, F. Eaverly Hosmer; 15. Plain Sewing, P. M. Portal; 16. Domestic Science, M. S. Seville; 17. Bookkeeper, R. H. Reid; 18. Supt. Hospital and Training school for Nurses, A. Papino; 19. Matron, A. V. Pinkney; 20. Supt. Laundry, F. T. Taylor.

Nearly all departments were actively at work at the time of my visit, and it was with the greatest of interest and satisfaction that I observed the methods and character of the work. Accompanied by the very worthy principal, I passed from room to room, was introduced to each teacher, and immediately the regular work of the hour was resumed by the class, thus giving me an opportunity to observe their methods of procedure.

So far as my observations extended, I should say that the character of the work is fully as high, in all points of merit, as any that I ever witnessed in any educational institution. The methods pursued by the several instructors were according to what I understand to be the most approved system of teaching of modern times.

I listened to several methods of reciting—oral by single pupil, also concert by the class; written, blackboard work, etc., and all was of a high order as to correctness of expression, manner of delivery, etc. In particular was I delighted with the blackboard work that was largely in evidence in every room.

The pupils in the High School Department displayed a very high order of talent, both as to verbal and written demonstrations. They were complete masters of their several studies, and presented their ideas in a truly masterful manner.

"BEAUTIFUL THOUGHTS."

For my special pleasure and gratification, the principal requested the pupils of one class room to recite in concert that very excellent poem by Ella Wheeler Wilcox, of the above title, and that the readers of the News may know something of the favorites of those pupils, I, give it entire, herewith:

I hold it true that thoughts are things
Endowed with bodies, breath and wings,
And that we send them forth to fill
The world with good results—or ill.

That which we call out secret thought
Speeds to the earth's remotest spot,
And leaves its blessings or its woes
Like tracks behind it as it goes.

It is God's law. Remember it
In your still chamber as you sit
With thoughts you would not dare
have known
And yet make comrades when
alone.

These thoughts have life; and they
will fly
And leave their impress by and by,
Like some marsh breeze, whose poisoned breath
Breathes into homes its fevered
breath.

And after you have quite forgot
Or all outgrown some vanished
thought,
Back to your mind to make its home.

(over)

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

(From other side)

A dove or raven, it will come.

Then let your secret thoughts be fair;
They have a vital part and share
In shaping worlds and molding fate—
God's system is so intricate.

This poem was beautifully recited, especially as to time, enunciation, modulation and accuracy of pronunciation. It was a real pleasure to listen to it.

MILITARY PRECISION.

In our calls at the several class rooms, it was very noticeable to see the evidences of skillful and efficient drill and training. At the movement of the instructor's hand, the pupils would all rise to their feet, just as though someone had pressed an electric button that produced the action Then they would courtesy in the same perfect time, and then resume their seats.

Evidences are abundant throughout the entire establishment to show that everything is done according to the highest degree of precision and accuracy, on regular military principles so far as order is concerned.

From a recent annual report, made by the principal, I give the following pertinent extracts:

"It has been gratifying to note the continued growth of the School in numbers and in the quality of the work done.Enthusiastic, conscientious work has been done in both Academic and Industrial Departments, a more satisfactory correlation of the work of the two departments having been noticeably gained during the past year.

"Our friends continue to show their approval of our work by frequent orders given to the sewing, cooking, chair-caning, broom-making, and rug-weaving departments.

"The new commercial course is working out finely, and offers to many young women just the preparation needed for their life's work.

"The splendid course in home gardening is proving beneficial to our girls, not only in the excellent results from their individual plots, but in the great improvement in the health and spirit of the girls."

It was a refreshing sight to see those girls at their out-of-doors labor. They worked with a will and active movement that was certainly worth while, and their labor was performed with decided skill and merit.

AN AFRICAN PRINCESS.

At one class room, Principal Bethune called out a very interesting girl and introduced her to me as an African Princess, and this is her story as told to me:

Ayina Paul, the little African princess, was born at Lagos, Nigeria, Africa. Through the influence of a missionary, King Samson Paul II, and Queen Comfort, decided to have their daughter Ayina, return to America with this missionary to be educated, that she might some day be capable of instructing her people

Ayina tells us that her father and mother are rulers of one of the tribes of Africa. She has a brother, (Yame) Moses, eight years of age and a sister, (Nica) Florence, sixteen years of age. The little princess was six years of age when she was brought to this country.

Ayina spent her first three years of American life in New England with her guardian the missionary. It was thought best to have Ayina attend a colored school, hence her guardian, who was personally acquainted with the principal and work of the Daytona Normal and Industrial Institute, sent her here to be trained.

Ayina says that she comes from a civilized part of Africa in which all of the people are negroes except a few white Catholic Missionaries. She and her guardian were taken through the undeveloped stretch of the country, to the seashore—in a hammock carried by four men—which is customary in Africa.

Ayina tells us that the domestic animals, fruit, and vegetation are similar to those in Florida; though her climate is much warmer. In her country they use fans all of the time and must bury their dead on the day of their death. Ayina thinks that the natural beauty of Daytona looks much like her country.

ITEMS OF HISTORY AND GENERAL INFORMATION.

The Daytona Educational and Industrial Training School for Negro girls was founded October 3, 1904, by Mary McLeod Bethune. She was a daughter of slave parents, born in a three-room log cabin on a little cotton and rice farm about three miles from Mayesville, South Carolina, July 10, 1875, being one of a family of seventeen children.

Her specific training for what has become her noble life-work, was received in the Presbyterian Mission School at Mayesville; Scotia Seminary, Concord, N. C.; and Moody Bible Training School, Chicago, Ill. The moving factor that impelled her to thus secure an education was the early yearning of her heart to be helpful in uplifting her race.

In many spheres of life, the girls from this school are making themselves useful and desirable. The demand for them to go out as maids, cooks, seamstresses or teachers, far exceeds the supply. Wherever they work, good reports of them are received at the school.

From the communities where students from this school live, excellent reports are constantly being received of their usefulness in church and Sunday school, in cases of sickness, and in various other positions that they are called to fill.

The Christian Endeavor Society includes the whole school—teachers, workers, students—and is responsible for the weekly prayer meetings, and for the precious "quiet hour," morning and night, when all tarry for a few minutes in the great "School of Prayer."

Another of the religious organizations of the school is the Young Women's Christian Association, that is dong thoroughly effective work, and is exerting a very wholesome influence over the girls and young women of the community, far and near.

The Willing Workers Society gives a sweet ministry of song and kind words, in addition to many gentle, loving deeds. The sick or discouraged girl finds friendly cheer and help in this Society.

McLEOD HOSPITAL AND TRAINING SCHOOL FOR NURSES.

This is a well-equipped, well-kept, registered hospital in which the negroes of the East Coast may be cared for in times of sickness. A Training School for Nurses is operated, in which young negro women are trained to care for the sick.

This is the only hospital on the East Coast, below St. Augustine, where negroes may go and receive care and treatment. Since it was started a few years ago, it has received more than 1,000 patients from Volusia county, also many from other counties of Florida East Coast.

Nearly four hundred surgical operations have been erformed hearly all of which have been successful. About two hundred young women have received training in home nursing.

One line of work of these trained nurses has been to render service in the homes of colored people of this and adjacent communities, caring for the sick, cleaning up neglected homes, and giving valuable and much-needed instruction in ventilation, diet, care of children, etc.

The following named physicians, both white and colored, have rendered invaluable service at the McLeod Hospital: Dean T. Smith, C. C. Bohannon, T. A. Adams, J. T. Stocking, J. A. Puleston, E. A. Graham. Dr. Graham is a dentist.

BOARD OF TRUSTEES.

As an indication of the standing of the Daytona Normal and Industrial Institute, it will be interesting to note the personnel of the Board of Trustees, which is as follows: Jas. N. Gamble, Cincinnati, Ohio, president; Harrison Rhodes, New York, N. Y., vice-president; Rev. D. H. Rutter, Daytona Beach, Fla., secretary; C. M. Wilder, Daytona; Smith G. Young, Lansing, Mich.; Lieut. Col. Theodore Roosevelt, New York; Mrs. F. M. Chapman, Englewood, N. J.; Bishop John Hurst, Baltimore, Md.; Emmett J. Cook, Washington, D. C.: F. C. Wolcott, New York; Mrs. Harriet R. Longdon Daytona; Rev. C. F. Goss, Cincinnati, Ohio; Dr. Dean T. Smith, Daytona, Mary McLeod Bethune.

With but few exceptions, the members of the Board are persons who occupy positions of large consequence in many important activities of life. They are people of wide influence and the fact that they have consented to accept the burdens and responsibilities of the positions on this Board shows their interest in behalf of the institution.

WON HONORS AT THE FLORIDA STATE FAIR.

The school made a display at the State Fair at Jacksonville last year; every department from the kindergarten up, being represented. The Committee on awards adjudged the Daytona Normal Institute as having the highest rank of all Negro schools in the State, and the diploma of excellence was awarded to the Institution.

The Championship rosette, the most coveted of trophies by those who are earnest in the cause of Negro education, went to this school. The first prize for the best High school work was given to the High School department part of the exhibit.

The exhibits of individual students won for them thirty-two first prizes. Nineteen of these came from the domestic science department.

THE SCHOOL FARM.

I made enquiries about the farm, which I did not have time to examine only in a general way, and this is the reply that I received:—

"We do wish that the friends interested in our gardening could look upon the farm, just now. It is truly a "thing of beauty." Day after day our girls don their garden uniform, and after a lesson in agriculture go out on the farm to put into practice the lessons learned from the books and the teacher.

"It has been a delight to see them working away in the sugar cane patch, or setting out symmetrical rows of lettuce, celery, cabbage, beets, onions, etc.

"Poultry-raising and dairing are being successfully taught, and we are looking forward to much real help from these sources in supplying our boarding department. We are truly grateful for the two-fold benefit from our farm—the training of the girls and the help in the boarding department."

NEEDED HELP.

In response to my enquiry regarding the particulars in which help is needed in order to carry on and build up this educational institution to reasonable possibilities, I was given these propositions:—

To build and equip a suitable dormitory, $100,000.00.

For an endowment fund of reasonable proportions, $500,000.00.

For the maintenance of the much-needed hospital and training school for nurses, $10,000.00 annually.

For salaries of competent workers, $15,000.00 annually.

To operate the demonstration farm not for profit but for training of the students, $2,500.00 annually.

For scholarships for worthy girls, each, per year, $125. The need for these scholarships is urgent, and the opportunities unbounded.

Mrs. Bethune is a person of broad plans and unbounded faith. She knows that there are sufficient funds in the hands of the people to more than meet all the above named purposes, and she has faith to believe that if the matter can be brought to the attention of the right people, the amounts called for will be forthcoming very cheerfully.

THE MODEL HOME.

In a very pretty portion of the school campus there is a very pretty residence building, nicely and completely furnished and equipped with modern supplies and conveniences for the operation of a family home As I passed through this building from room to room, I was delighted with what I saw. Everything, from least to greatest, was in perfect order—a model in its way.

This model home is an example for all the students, and all of them are given thorough and frequent lessons in the keeping of this home. Thus they are being taught how to be model home-keepers.

NEATNESS, ORDER AND CLEANLINESS.

Throughout the entire premises and in all parts of all the buildings, it was a great pleasure to note the scrupulous neatness, order and cleanliness that prevailed. The dormitory, kitchen and dining room were especially examples of these admirable conditions.

The training and education that are being given the 250 bright, intelligent girls and young ladies in all of the varied features of this institution, will certainly fit them for great and much-needed usefulness in the world and especially among the members of their own race.

It is not possible to estimate the value to the city, county, State and country, yes, and the world, of the work that is being done in this remarkable school. Mrs. Bethune is a second Booker Washington, and is pushing the work forward with immense vigor and enthusiasm, and along right lines.

"THE DOOR WAS SHUT."

In telling me of some of the incidents of her very active life as pertaining to the operation of this school Mrs. Bethune said in a very feeling manner, "All summer, applications for admission came pouring in in

(See next card.)

Florida.

Education - 1921

Industrial Schools.

(From foregoing card)
(Daytona E. & I. Sch. for Negro Girls.)

such number that we had soon accepted as many as we could accommodate, and were forced to refuse about 200 girls who were clamoring for a chance to improve themselves; girls, who, in a few years must face the world unprepared, unless the door of opportunity is opened to them.

"We long for our new domitory that we may open the door for at least a few more. As the practical nature of our work becomes known men and women are increasingly looking to us to help them solve the problem of the education of their girls."

SOME HOSPITAL ITEMS.

To give the reader some further idea of the importance of the work of the McLeod Hospital, I quote these words from Mrs. Bethune:—

"For more than nine years this little hospital, under the auspices of the institute, has been carrying forward its mission of healing and tender care. Thousands, during these years, have been cared for within its walls, and other thousands have been helped through its dispensary.

"Of these, many there were, who of necessity received our ministrations without money and without price. Their grateful words, their earnest prayers were all they had to give us. But, as we recall the poor, neglected ones as they came to us shelterless, friendless, oft times staggering from illness, sometimes nearly crazed with pain—the little boy hurt almost unto death by a car; the heart-broken woman in her hour of pain, that hour sacred to all women; the old man, weak and ill, tottering as he struggled to reach us—my friends, you have helped to make possible this haven of rest and of healing ministry, our joy is full that God has so used us and you.

"Today, our little hospital is crowded almost to the doors. In the midst of our nation's prosperity there is yet so much suffering, so much need, that we are pressed for the necessities. It takes so much to do only a little. Sheets, pillow cases blankets, towels—all are badly needed.

"One negro woman goes out to her work —general housework— every morning, and yet, though her own health is poor, she has set out to raise $500 for the hospital.

"By heroic, almost pitiful efforts, for a little over a year, she raised $180, and yesterday nanded us $20, making $200 that she had raised in that time."

In conclusion I can say most emphatically, that I do not know of a more worthy and commendable cause to which contributions of sympathy and substantial aid may be rendered than the Daytona Normal and Industrial Institute for the Training of Negro girls, and the allied Hospital that is operated in connection therewith.

REEL 13

Education – 1921

General

INDUSTRIAL SCHOOLS.

BOSTON MASS C S MONITOR
JANUARY 14, 1921

The Young American Indian

THE time was, and easily within the recollection of those in the United States who have kept in touch with the efforts during the last fifty years to educate and reconstruct the American Indian, when the claim was made that it was useless to attempt to train the Indian in the ways of the white man. And there were rather convincing evidences that those who objected to educating the Indian sometimes had the best of the argument. They were able to cite frequent instances in which young Indians, persuaded to abandon their tribal home, had been educated in the public schools and perhaps in college, only to relapse into a condition of semi-savagery, resentful of conditions with which they were never in sympathy. These objectors claimed to be able to trace to the educated members of the American Indian tribes the source of most of the discontent among the red men, down almost to the time when what may be termed the subjugation of the tribes became complete.

But of course there were notable exceptions, which even the opponents of Indian education were forced to recognize. There were hundreds and perhaps thousands of educated Indians who did not return to the "blanket life," but who became teachers, preachers, missionaries, or traders. These were those who did not grow resentful, possibly because they had caught, in the light of a newer civilization, a glimpse of some great work which they hoped and believed they might accomplish. These became ambitious because of a purpose, first, perhaps, to emancipate themselves from a bondage of ignorance and superstition, and eventually to aid in the emancipation of their former tribesfolk. It would be interesting to study, intimately, the record of the lives of self-sacrifice, devotion, and consecration led by these unselfish yet ambitious pioneer teachers and preachers, many of whom proved again the truth of the saying, "A prophet is not without honor save in his own country." Those who went back to teach the gospel of a new civilization to their own people too often found that they spoke and wrought among those who did not care to listen or to learn. The American Indian, as those who have lived much among the tribes testify, is very much a fatalist. He does not seek to alter those conditions in which he finds himself placed. His ambition is rather to prove his wisdom and prowess by surviving despite untoward and unfavorable conditions. He is self-sufficient. The traditions of his tribe are his history and his inspiration. He seeks only to pass these on to his posterity unblemished and unchanged. He is resentful of any imputation of ignorance, simply because he is not convinced that a refusal to think and believe as others think and believe is evidence of ignorance.

It is now a little more than forty years since the United States Government established an Indian school at Carlisle, Pennsylvania. It was a small beginning, from which has been developed the great institution maintained there today, in addition to nearly a hundred schools on or near Indian reservations in different parts of the country. In all these schools, as in the great school for Negroes at Tuskegee, Alabama, founded by Booker T. Washington, the courses of study are designed to fit the youth of both sexes to assume the duties and responsibilities of self-support and citizenship. The central idea has been the elimination of needless studies and the employment of processes of instruction adjusted to actual activities in industry, æsthetics, civics, and community interests. Booker T. Washington and those who have followed him at Tuskegee have worked consistently upon the theory that the province of a school for the education of Negroes is to teach its students to live the lives and to do the work for which they are fitted. This reasonable theory is that which directs and controls the activities of those government schools in which the young American Indians of today are being trained. Those responsible for the work at Carlisle were not slow to appreciate the need of just this concentration, but it was not until the year 1912, and more definitely since the year 1916, that the Indian schools in all parts of the country were directed to specialize in vocational training. The results already apparent seem abundantly to justify the decision. The effort is not to produce highly-trained specialists. Tuskegee does not seek to do this special training for the Negro; neither does Carlisle attempt it for the Indian. In Carlisle, as in the reservation schools, instruction and practice are given in the art of doing the essential things required by the daily life of those who must support themselves. From these schools there are being graduated each year thousands of well-equipped men and women, each prepared to take up some useful life work. They have learned the indispensable lesson which eventually must solve the problems of class-consciousness and race-consciousness, if they have, in fact, learned their own duty to themselves and to society.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Education - 1921.

Georgia.

Industrial Schools.

Savannah Journal 8/20/21

SWANGIN NORMAL INDUSTRIAL INSTITUTE

The opening program of the S. N. and I. I. Rally at First Bryan Baptist Church, Aug. 14 was quite a success.

Fourteen social clubs and branches were represented. The Savannah Home was largely represented. The other clubs, lodges, and churches were well represented. The enthusiasm and loyalty of all present expressed deeply their desire for a greater "Swangin."

The concert band of the Musicians' Protective Association held the audience spell bound with special selections. We all hail with honor and pride the concert band.

Each number on the program was greatly enjoyed and showed the progress of the race in all walks of life.

The public is asked for their continued support in this great movement. Many thanks to the public for past encouragement and support.

The total collected was $208-.49, for which Emma Swangin Jefferson, Prin., humbly appreciates and bends in humble submission to God for His favor.

The special remarks made by Mr. Brown, Mr. Ulmer and Mr. E. C. Blackshear were very timely and exampliary.

Mr. J. Battise has proven a staunch supporter in this movement.

First Bryan Baptist Church, $25, Savannah Home Association, $15.05; S. H. Association Branch, $5; Imperial Aid and S. Club, $5; Peaceful Aid and S. Club, $7; Peaceful Aid and S. Club Branch, $5; Eureka Ladies Branch, $5; Evening Call A. and S. Club Branch, $5; The Fox A. and S. Club, $10; Georgia Home Boys A. and S. Club, $5; Ladies and Gentlemen Union Club, $15; Universal A. and S. Club and Branch, $5; Bryan's Young Men's and Ladies Christian Club, $5; Concert choir, $1.50; Mt. Zion B. Church, $2; St. John's church, $2; Progressive Lodge, No. 97, K. of P., $10; A. L. Stanford Lodge, No. 343, A. F. A. M., $5 Sons and Daughters of Ruth, $5; Berean Baptist B. Y. P. U. Convention, $5; The Carolina B. I. Association, $7; Mr. L. E. Williams, $20; Chatham Mutual Agent Force, $7; A. B. Singfield, $10; Mrs. S. Moore, $5; Deacon Davis, 25c; Mrs. S Marsh, 10c; Mrs. L. Allen, 10c; Mrs. E. Spaulding, 10c; Mrs. L. B. Boles, 10c; Miss Gustine Hazel, 50c; Miss Mable Cotton, 25c; Mr. Johnson, 25c; Mrs. Sarah Carter, 25c; Mr. Wm. Brown, 25c; Miss Emma Wilkins, 25c; Mr. Richard Channel, 25c; Mr. John W. Scott, $1; Mrs. Mamie Gaskins, $1; Mrs. Annie Hines, 25c Mr. E. C. Blackshear, $1; Mrs. Lizzie Hart, 50c; Miss Emma L Hamilton, 25c; Mrs. A. Margaret, 25c; Mrs. Lela Johnson, 25; Mrs. A. Miller, 25c; Miss Maldine, 25c; Mrs. C. E. Thurman, $1; Miss Mamie Johnson, 25c; Mrs. Anna Jones, 25c; Mrs. Rebecca Major, 25c; Mrs. Alice Jackson, 25c; Mrs. Janie Davis, 25c; Mrs. Sarah Green, 25c; Mrs. Mamie Deveaux, 25.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REL 17

Education - 1921.

Industrial Schools.

INDIANAPOLIS IND STAR
AUGUST 14, 1921

A College for Colored Students?

The recommendation by the president of the Indiana Colored Baptist Association, in annual session at Evansville, that a college for colored students be established in Indiana, followed by the appointment of a committee to work out plans for such an institution, is a step that should meet with favorable attention.

Negroes in Indiana have full advantage of the public schools and, as with white children, the great majority of negro pupils go no farther than the seventh and eighth grades; but the higher schools and colleges, though open to them, do not wholly meet the needs of those that wish an advanced education. Colleges for colored students are chiefly in the South, but the large and increasing colored population of Indiana and the ambition of many young men and women of the race to fit themselves for higher responsibilities than their people have usually occupied calls more and more for special educational facilities.

They see requirements in professional life constantly becoming more exacting and not only there but in business life. In white circles the question is more and more often asked, "Are you a college graduate?" and in many instances it is made a requisite by employers—this in occupations where such training was formerly not considered essential. The fact is recognized that although any beginner in business, college man or not, has many things to learn, the graduate, if he has profited by his school experience, is likely to adapt himself more quickly to the new situation, its routine and technicalities, and to advance more rapidly. His mind is better systematized.

The building of a college is an ambitious project. It means much time and money under the most favorable conditions, but this is not to say that the project in question can not be carried through. It would mean a good deal to the colored people of Indiana to have a college of their own and it would doubtless be largely attended. The working out of the plan will be watched with interest and should develop a spirit of co-operation.

COLORED TRADE SCHOOL.

N. Y. Times
11/27/21

Boys Complete a Four-Room Building at Gary, Ind.

Rapid increase of the colored population of Gary, Ind., presents an educational problem which is being solved according to the best ideas of modern secondary education, says a bulletin of the United States Bureau of Education. In 1910 the colored population of Gary numbered 300, while in 1920 the census gives the population as almost 9,000.

Vocational studies were made of occupations in which the colored people of Gary are earning their livelihood. The teachable content of the occupations was classified and the course of study largely based upon the information obtained from these vocational studies. The trade school was organized at the Twenty-fifth Avenue School Centre. The course of study for the boys centres about the building trades; the course for the girls about home economics. The boys of the school, under the leadership of a special instructor, prepared the foundation and erected a four-room building with broad hallways and two entrances. All the work was done by the boys, organized in four temporary classes directed by special instructors.

While two classes were working on the concrete floors of the lavatories, pipe fittings, sheet-metal work, or any other part of the building, the other two classes were studying mechanical drawing, arithmetic, English and hygiene, which were especially adapted to the work connected with the building program. Arithmetic became a vital study, as it dealt with the measurements of the material and space in the building and the time in weeks, days and hours it took to construct the different parts of the building. A most ideal program was offered to the boys while the building was under construction. Similar courses will be continued while the brick industrial building is added to the school centre.

Essential special material for the building was obtained from the industrial work of the other schools. Castings were made at the foundry of the Emerson School and machined at the machine shop at the Froebel School. The sheet-metal work was obtained from the Jefferson School shop.

The girls of the trade school were also grouped in four temporary classes during the construction of the building. While two groups were taking lessons in cooking, the other two groups were doing the academic work which was correlated with the practical subject of home economics. In the afternoon the groups interchanged and two groups took sewing while the others were taking work in the related academic subjects. While the erection of the trade building was in progress the director of the industrial department supervised the work of balancing the four groups of pupils who were enrolled in the new trade school.

The bulletin says that with the organization of the trade school the Gary system continues to advance the new order of secondary education by adjustment along the lines which function in the lives of the boys and girls after they leave school.

ALLENTOWN PA CALL
NOVEMBER 30, 1921

WORK AND STUDY IN GARY NEGRO INSTRUCTION

How some very pressing educational problems were solved in Gary, Ind., with the Negro population of that town particularly concerned, is told in a bulletin of the U. S. Bureau of Education.

In ten years the colored population of Gary increased from 300 to 9,000, most of it war-time accretions due to the migration north of colored labor. This presented problems that the educators of Gary undertook to solve according to the best known ideas in modern secondary education.

Vocational studies were made of occupations in which the colored people of Gary are earning their livelihood. The teachable content of the occupations was classified and the course of study largely based upon the information obtained from these vocational studies. The trade school was organized at the Twenty-fifth Avenue School Centre. The course of study for the boys centers about the building trades; the course for the girls about home economics. The boys of the school, under the leadership of a special instructor, prepared the foundation and erected a four-room building with board hallways and two entrances. All the work was done by the boys, organized in four temporary classes directed by special instructors.

While two classes were working on the concrete floors of the lavatories, pipe fitting, sheet metal work, or any other part of the building, the other two classes were studying mechanical drawing, arithmetic, English and hygiene, which were especially adapted to the work connected with the building program. Arithmetic became a vital study, as it dealt with the measurements of the material and space in the building and the time in weeks, days and hours it took to construct the different parts of the building. An ideal program was offered to the boys while the building was under construction. Similar courses will be continued while the brick industrial building is added to the school centre.

Essential special material for the building was obtained from the industrial work of the other schools. Castings were made at the foundry of the Emerson School and machined at the machine shop at the Froebel School. The sheet metal work was obtained from the Jefferson School shop.

The girls of the trade school were also grouped in four temporary classes during the construction of the building. While two groups were taking lessons in cooking, the other two groups were doing the academic work which was correlated with the practical subject of home economics. In the afternoon the groups interchanged and two groups took sewing while the others were taking work in the related academic subjects. While the erection of the trade building was in progress the director of the industrial department supervised the work of balancing the four groups of pupils who were enrolled in the new trade school.

The bulletin says that with the organization of the trade school the Gary system continues to advance the new order of secondary education by adjustment along the lines which function in the lives of the boys and girls after they leave school.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH
REEL 13

Education—1921.

Maryland

Industrial Schools.

BOYS' DOMITORY BURNS AT BOWIE

Baltimore

Most Of Clothing And Furniture Saved From Big Fire Wednesday Morning

Afro American

WAS FRAME STRUCTURE

11/12/21

Flames Take Just One Hour To Reduce Dormitory To Ashes.

Bowie, Md., Nov. 10.—The Boy's dormitory, a frame-building on the grounds of the Normal School here caught fire at nine o'clock yesterday morning and in one hour was reduced to a heap of ashes.

Fourteen boys were housed in the building and in spite of the rapid headway of the flames, they managed to save the effects of all but three students and one teacher who lost everything. The origin of the fire is unknown. The shortage of water prevented a bucket brigade of students, faculty and neighbors from making any headway in fighting the blaze.

Principal Leonidas James, already handicapped by overcrowded conditions at the school, is making arrangements to house the boys in one of the buildings now used by girls. The loss in property will reach several thousand dollars.

For several years effort has been made to have the legislature appropiate funds to replace the wooden fire-traps on Bowie Campus, but without success. Destruction of the boys' dormitory will necessitate the asking for a large appropiation to erect a suitable dormitories for boys and girls at the school

DIVISION OF BEHAVIORAL SCIENCE RESEARCH

Education – 1921.

INDUSTRIAL SCHOOLS.
THE NEW SCHOOL AT MERIDIAN, MISS.

July & August - 21

For many years Haven Institute, formerly known as Meridian Academy, has been greatly handicapped and embarassed in its work by a most unattractive and inadequate building. There was no sense in which it met the needs of the school. For some years a private school for youth of the white race has been conducted just outside the city but connected with street car. This school has superb equipment including an elaborate conservatory. The dormitory, grounds, and administration rooms and teacher's homes are all attractive. A complete outfit in lands and equipment for truck farming go with the school. There is hardly anything lacking to make it an ideal place for the work of the institute. The bargain has been made and this fine property purchased by the Board of Education for Negroes. Hardly a more important acquisition has been made to the property and work of this Board in a generation. Much credit is due Bishop R. E. Jones for this triumph for the cause. President and Mrs. Brooks are enjoying success and we hope that nothing will interfere with their realizing their highest hopes. Meridian will have one of the largest and most useful schools for Colored youth in the South.

The St. Paul's Methodist Episcopal Church in Meridian is seeking to come in possession of the old school property for a new institutional church and community house utilizing the present president's home for a parsonage. They will be able to do this with the help of the Centenary and through the sale of the present church and parsonage; this property having location of high commercial value.

Mississippi.

THE BOARD OF EDUCATION FOR NEGROES PURCHASES A GREAT SCHOOL PROPERTY IN MISSISSIPPI

8/25/21 Southwestern Christian Advocate

By Secretary I. Garland Penn.

A little over a year ago some of us in the Trustee Board meeting at Meridian, Miss., prophesized that in one year the Mississippi Conference would see more done for the education of our race by the Methodist Episcopal Church within the bounds of that Conference than had been done for Haven Institute in all of its history.

MRS. J. B. F. SHAW,
Lady Principal and Preceptress

We spoke wiser than we knew, but not with little faith. God is wonderfully leading us in our educational work and somehow in speaking to our people we felt that this prophecy was surely possible of realization.

It is now a realization in the new property in our possession at Meridian, formerly known as Meridian College and Conservatory, but to be hereafter known as Haven Institute and Conservatory. It was formerly an mstiuttio for the education of white boys and girls, later for white girls and now for Negro boys and girls.

The property represents a valuation of $350,000. It contains one hundred acres of land comprising a well developed farm, a large pecan orchard of many hundred trees, a spacious campus, made attractive and beautiful by native pines, oaks, poplars and magnolias. This is but a meagre statement of the college campus.

The institution is easy of access, being connected with the city by an electrict line, the car making three stops on the college campus. A beautiful asphalt thoroughfare leads from the city to the school.

The main or administration building is an imposing four-story structure, constructed of brick and cement stone. This building consists of class rooms, library, auditorium, parlors, are studios, official offices and formitory rooms. There is i nevery room running water—cold and hot—so that the utmost comfort of the student is provided for. This building, like all of the other school buildings and most of the residences, is heated by steam from a central heating plant.

A few paces to the left of the main building is the Conservatory of Music. This is a three-story brick structure, having one hundred and fifty dormitory rooms, with running water in each room and baths contiguous to every room. This offers the Board of Education for Negroes an opportunity to demonstrate the possibilities of our educationay system in giving students all over the country an opportunity to broaden their artistic horizon and the possibility to bring the Negro's God-given talents in music to perfection. This Conservatory has forty-six pianos and fifteen claviers.

To the right of the main buildings is the Science Hall, constructed of cement stone. This building contains science rooms, chemical and physical laboratories on th efirst floor. The second floor of this building is used for the Domestic Science Department. The language of the last year's catalogue, though strong in keeping with facts, is as follows: "This department has been fully equipped throughout, and is prepared to give the best service in this line of any college doing doing this work."

A beautiful reception hall, spacious and well furnished parlors, attractive "dens" and sitting rooms, together with the office of the president secretary and dean, offer delightful and ampde facilities for the reception of visitors, interviews with students, and the transaction of necessary business.

There are five residences for teachers be-

(over)

DEDICATES NEGRO SCHOOL

Commercial Appeal
Memphis Tenn.
11/19/21

Dr. Sutton E. Griggs has returned to the city from Hattiesburg, Miss., to which place he went to dedicate a negro high school building on Thursday. This building was erected for the negroes at a cost of $75,000 and, being the latest, is said to be the most modern and best equipped school building in the state.

More than a thousand negroes and a large number of white people were out to hear the dedicatory address. V. M. Scanlonan, who represented the mayor, issued the following public statement concerning the address delivered by Dr. Griggs:

"In all my attendance upon public meetings I have never heard a more masterful and faithful address. There was evidence upon the part of the speaker of the profoundest study and understanding of all the complex questions that await solution between the races. His counsels were wise, his doctrine true, and his thorough appreciation of the relation between the white and colored people show consecrated purpose."

Dr. Griggs' visit to Hattiesburg was under the auspices of the leaders of his people there, and they are arranging for a return visit. He states that the erection of the building has had a marked influence throughout the section. Real estate men report that it is now quite easy to sell homes to negroes and the principal of the school states that it is drawing negro boys from the street. It is ecmenting the friendly relations between the races.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

Education — 1921.

Industrial Schools

RICE INDUSTRIAL SCHOOL DOING A GOOD WORK

3/6/21

RICE INDUSTRIAL SCHOOL

The Rice Industrial School in Highland Park is an elementary training school for colored boys and girls. It is at present maintained solely through the efforts of its managers.

The school was organized at New Brunswick in the summer of 1897 by Rev. W. A. Rice. He also organized the State School for Colored Children at Bordentown, New Jersey. After seeing the successful result of his labors there, he came to this city where he established the present school. His widow, the late Ella M. Rice, succeeded with much difficulty in continuing the work and bringing the school to its present condition. Because of the self sacrificing efforts of the Rice family, the school now bears that name.

Prepares for Active Life

The purpose of the school is to render service by preparing boys and girls of the colored race for an active life of usefulness and to exert a Christian influence upon them. It aims to give them elementary instruction and also to surround them with a wholesome, refined, and industrious atmosphere.

The student body numbers about sixty boys and girls very evenly divided, coming voluntarily from all parts of the State. At least twenty localities are represented. They include those who otherwise would discontinue the public schools at about the fifth grade for various reasons, those who would be a burden to the State by being sent to reformatories or other institutions at an immature age for truancy or other unfortunate causes, and mainly those deprived of home supervision by reason of the fact that the economic conditions have forced both parents or the only parent to be away at work all day, leaving the boy or girl to follow their own devices.

Staying is Optional

The children are not wards, because they are not committed and are not compelled to remain. They pay approximately $120 a year for maintainence at the school and in addition assist with general work such as janitor service, waiting on tables, washing dishes, laundry work, caring for the grounds, etc. At present the school is compelled to carry several students for whom they receive no assistance except donations received from friends. It can be easily seen that the school needs assistance. The managers invite all to a thorough inspection of the work in order to be convinced of the vast amount of good being done and how well it invites the financial aid of all. For example, during the fiscal year ending September, 1920, the students paid $6,675.50, which was approximately 60 per cent of the operating cost of the institution.

Deficiencies are made up by private donations, public entertainments, and by gratuitous service on the part of interested friends. The operating expense will be greatly increased this year owing to change in location.

Students to Live at School

Students live on the ground which fact gives the school an inestimable advantage over the public or day school for training the unfortunate, neglected and orphans of our race. Correct habits of living and sanitation can thus be regulated, moral standards inculcated. They become accustomed to right living, thinking and industry. It is a man and woman making and character forming process, a needed work for the intensive preparation of useful and intelligent citizens.

Daily Duties

Each morning at 9.30 all students and instructors meet in the assembly room for devotional exercises for twenty minutes. At this time short talks are given by the teachers or visitors. In these daily talks the effort is made to inspire the students with a zeal for the proper reaction to daily living and conduct.

Monday and Wednesday evenings are devoted to student societies. Thursday evening is what is called a farmer's meeting, and is held under the guidance of one of the teachers of the agricultural department. This department has lately been added and was made possible through the assistance of the local Agricultural College and through the generosity of one of New Brunswick's prominent business men, a large tract of land adjoining the school will be used this summer for a school garden.

It is hoped that this brief exposition will suffice to convey the general purpose and conduct of the Rice School. The present managers desire to arouse enough local interest in this work to develope this school into an accredited elementary training school for the neglected, unfortunate and orphan children of this State and to keep the school going until such time as the State will become interested and take over the work as was the case of the Bordentown Industrial School. They feel that there is a growing demand for an elementary school of this type in New Jersey and are putting forth the greatest energy to place this school on a footing of permanent usefulness They have enlisted the support of the clergy and local educators who are contemplating the arrangements of a committee to aid attaining this object believing that the school has a splendid future and is a remarkable tribute to its founders an asset to the community and a blessing to a race of people of the State. Its aim is honest.

Its purpose is wholly educational In order to be carried on properly it must have aid.

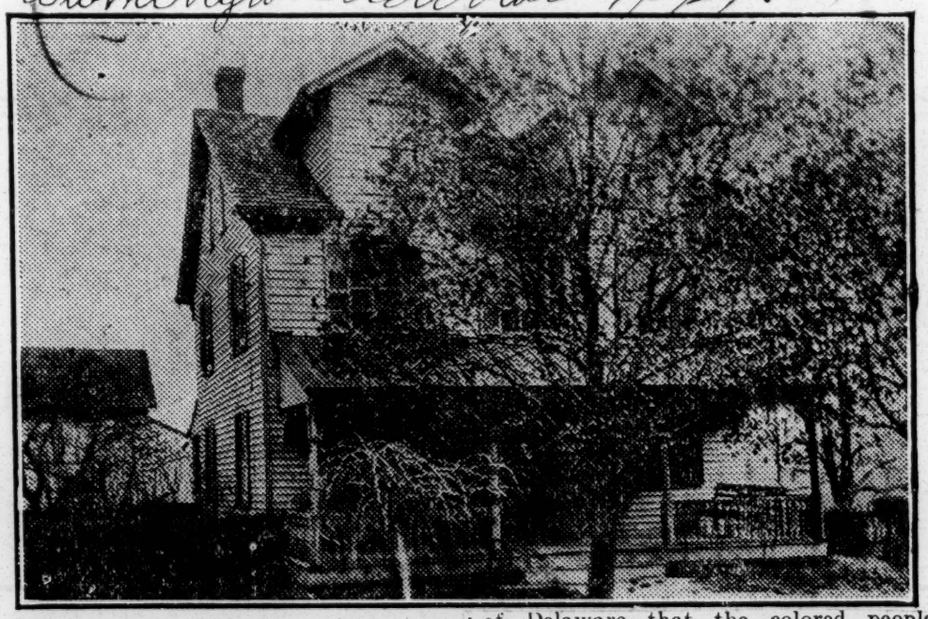
A campaign is being planned to raise funds. The supporters of this institution have faith to believe that New Brunswick will welcome the opportunity to retain such an institution within its gates that can be a wonderful benefit and produce remarkable developments along educational lines in bettering the conditions of the colored people in this state.

New Jersey

Industrial School for Colored Girls Made State Institution by Legislature

First Time in History of Delaware That Colored People Have Given Anything to State

Wilmington Advocate 4/2/21 (Del)



The Board of Managers of the Industrial School for Colored Girls have reason to feel proud of the fact that the Legislature passed House Bill No. 146, authorizing the acceptance of the $7,000 house and farm at Marshallton, now occupied as an Industrial Home for Colored Girls, and making it a state institution. This places the school on a substantial basis and makes the work of the State Federation of Colored Women's Clubs of Delaware of the past two years worth while. The women have worked hard and faithfully, the Board of Managers of the institution being drawn from the executive committee of the State Federation. The property at Marshallton was purchased with the proceeds from drives, entertainments and personal contributions, from one dollar up. The institution was opened last June and since then has been kept up, the girls being committed by the Juvenile Court.

This is the first time in the history of Delaware that the colored people have given the state anything. It is to the credit of the women that the first gift to the state should come from them.

The school is making an appeal for funds to carry on the work until such time as the provisions of the bill become effective. A new superintendent, Miss Irene West, who comes from New York, will take charge on April 1st. The appropriation will not be sufficient to carry on the work satisfactorily and pending the payment of the amount appropriated, the work is quite straitened for funds. The new treasurer, George A. Rhoads, 2500 Delaware avenue, will receive checks and cash contributions.

The recent entertainment given by Messrs. Frank White and Aaron Edmonds did not net the school anything as no report has been made of the proceeds.

Saturday and Sunday were spent very happily by the girls of the institution. Saturday afternoon at 3.30 the Dorcas Club of Belvedere, with other friends, was present, and the following Easter program, under the direction of Mrs. Bowser, was well rendered.

Singing, "Alas, and Did My Saviour Bleed." Scripture reading, "Passages on the Resurrection," Mrs. Bowser. Prayer. Singing, "Christ, the Lord Is Risen Today." Reading, "The Wireless Message," Beulah Gibbs. Reading, "The Conqueror" Olivia Roberts, Alma Johnson. Duett, "In the Cross of Cross of Christ, I Glory," Anna Fanelle, Beulah Gibbs. Reading, "The Easter Flower," Laura Jackson. Duet, "He Lives," Anna Johnson, Olivia Roberts. Reading, "The Little Brown Bulb," Anna Fanelle.

Very encouraging remarks were made by Rev. Anderson, of Belvedere; Mrs. Covington, of Newport, and Mrs. Amanda Anderson, the very energetic president of the Dorcas Club.

Then Rev. Anderson presented to the school two baskets of provisions in the name of the Dorcas Club and Mrs. Anderson a large chocolate cake to the girls and a chocolate egg apiece.

Mr. O. T. Johnson donated ice cream for the girls.

The Dorcas Club has been organized but a few weeks and joined the State Federation of Colored Woman's Clubs, but they are manifesting a great interest in the school and those in charge.

Sunday afternoon Mrs. John Woodlen, Sr., visited the school and gave a soul-stirring talk to the girls.

The Board of Managers and House Committee feel very grateful to Mrs. Woodlen for this Christian act. Mrs. Georgia Milton, of St. Peter's Church, also visited the school on Sunday, bringing four pounds of jelly eggs and five Easter eggs for each girl. One pound of jelly eggs was given by Mrs. Williams, of 1805 West Fourth street. Mrs. Milton sang in a most impressive manner "What a Friend We Have in Jesus' and "Blessed Are the Pure in Spirit.'

N. Y. C. ILLUSTRATED NEWS
JUNE 26, 1921

Head of Negro School Held on Charges of Two Jersey Girls

Walter H. Rice, Negro, twenty-three, head of the Rice Industrial School for Colored children, was arrested in New Brunswick, N. J., yesterday on complaint of two girls who have preferred serious charges against him.

One of the girls is Margaret Thompson, twenty, a former student of the school. The name of the other complainant is withheld.

The prisoner denied the charge when arraigned before County Judge Peter Daly in New Brunswick. Bail was fixed at $4,000. This the prisoner was unable to furnish. He was taken to the jail to await examination.

ATLANTIC CITY N J GAZETTE
AUGUST 22, 1921

PLAN INDUSTRIAL SCHOOL FOR COLORED YOUTHS

A special musical program will be held at 8:15 o'clock this evening at the First Baptist Church when six "colored jubilee singers from Macon, Ga.," will go through an elaborate series of songs. No admission will be charged, but the purpose of the affair is to assist in founding an industrial school for colored boys.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

North Carolina.

Education - 1921.

INDUSTRIAL SCHOOLS.
RUTHERFORDTON N C SUN
FEBRUARY 24, 1921

NEGRO SCHOOL BURNED

Western Union Academy Goes Up in Flames

Western Union Academy, the two story wood structure Baptist colored school building and adjoining cottage, the home of the principal, located at Spindale were destroyed by fire last Friday afternoon entailing a loss estimated from $8,000 to $10,000.

The fire originated from a defective flue in one of the girl's room and when it was discovered, the flames had made such headway that it was impossible to save it, owing to the fact that a stiff wind was blowing and no fire fighting equipment was available. The main building and the home of the principal both went up in ashes.

The main building contained class rooms, dining room and girls dormitory. About sixty students lived in the building. Several narrow escapes were made. The students lost very heavily, nothing being saved except a few trunks. The flames reached the nearby principal's home and soon destroyed it. Only by heroic efforts with water from the mill was the boys dormitory saved.

The school has been suspended indifinitely. The students left Friday and Saturday. The school was progressing nicely with about 125 students in daily attendance. R. J. Davidson of Charlotte, has been principal the past year succeeding P. F. Maloy, who resigned last spring. The faculty composed five able teachers. There was some insurance on the building.

The trustees are considering rebuilding modern buildings.

Western Union Academy was considered one of the best colored schools in the state.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 17

Pennsylvania.

Education - 1921.

Industrial Schools.

Wilmington Advocate 9/24/21

MAY UNITE BEREAN AND DOWNINGTOWN SCHOOL

Philadelphia, Aug. 17.—Overtures have been made to Dr. Matthew Anderson, principal and founder of the Berean Manual Training and Industrial School, by the board of management of Downingtown Industrial School to unite the two institutions. A conference luncheon was held between selected members of both boards of management at the Berean Cafe last week. No decision in the matter has been reached as yet. Those present weree: Dr. J. A. Whitted, Prof. Daniel Creditt, Mr. Robert S. Jackson, Hon. A. H. Grimke, Dr. John P. Turner, Mr. H. L. Clark, Edward E. Paxson, Esq. Mr. Henry W. Porter, Archdeacon H. L. Phillips and Matthew Anderson.

Cooper Theological and Industrial Institute Opens

The Wilmington Del. Advocate 10/8/21

MARCUS HOOK, PA.—Sunday school at Mt. Hebron 10 a. m. Next Sunday we will have Sunday school every afternoon at 1 o'clock. 11 a. m. preaching by Rev. J. M. Pritchett, pastor. After the morning services the pastor, choir and congregation went to Chester to the quarterly meeting to render our services. Song services were led by Mrs. Carrie Nelson. Quarterly meeting will be held here next Sunday and the Home Coming Church camp will begin.—The Stars of Ethiopian Club will meet at the home of Mrs. Margaret Hinson, 14 Morten street, Linwood, Pa., on Monday, October 10. This club is planning to give an oyster supper Friday evening, October 14, at Mt. Hebron A. M. E. Church.—Dennis Riley and family are now living in their new home at Twin Oaks, Pa.—Mrs. Clara Anderson, who was a visitor of R. J. Dean, has returned to Altoona, Pa.—Mrs. Elue Marshall, of Morten street, is visiting her sick mother in North Carolina.—Miss Nannia Hart spent Saturday and Sunday with her friends, Mrs. Edward Lomac, of Philadelphia.—Miss Gertrude spent Sunday in Ambler, Pa., with her cousin.—Mrs. Arthur Guy has returned home from her trip to the mountains, where she has been for her health.—Mrs. Mary Raiser, of 1212 Green street, spent Sunday and Monday with her mother in Sassafras.—Rev. D. H. Heath, C. C., of Ethiopian Lodge, No. 7, is now ready to start out since he has been recently appointed grand deputy.—John Davis and Miss Sarah Davis were in Washington, D. C., Sunday.—Be sure to take a copy of the Wilmington Advocate each week.—Mt. Olive Baptist Church, Rev. L. Chas. Harris, pastor. At 11 a. m., the pastor delivered an excellent sermon to a large gathering; 1 p. m., Sunday school. The lesson was beautifully taught. 8 p. m., we met again in the house of the Lord. The pastor delivered another instructive sermon.—Each night during the week we have been busy with our studies in the Cooper Theological and Industrial Institute that is in operation at the church. This institution has gone into effect for the purpose of putting education in reach of those who either neglected or did not have an opportunity to get an education in early life. Dr A. J. Cooper, president, is doing all he can to make it a success here in Marcus Hook.—The school opened last Monday night, a week ago, with an enrollment of about twenty-five members.

REEL 13

South Carolina

Education - 1921.

Industrial Schools.

MORREL COLLEGE

Standard 8/19/21
Columbia-S.C.

Seneca, S. C.

Will open its fall term of school October 5, 1921

The following departments are attached to the institution, namely: The College, the Preparatory, the Normal and the Primary. You can enter one of these departments beside the literary course of the sciences and arts, also the Primary grades or anything you want.

We teach Music, Cutting and Fitting, Millinery, Dress Making, Type writing, Carpentry, Horticulture, Cookery, Blacksmithing and Pressing.

The school is in a healthy locality, and no better water can be found than it has. Board can be had very reasonable for the times you cannot afford to stop going to school.

We have to work places where a girl can work out half of her board bill. Write for the place if you want it.

Before coming to school write to

Rev. J. S. Williams

Seneca, S. C.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

Education — 1921 Virginia.

Industrial Schools.

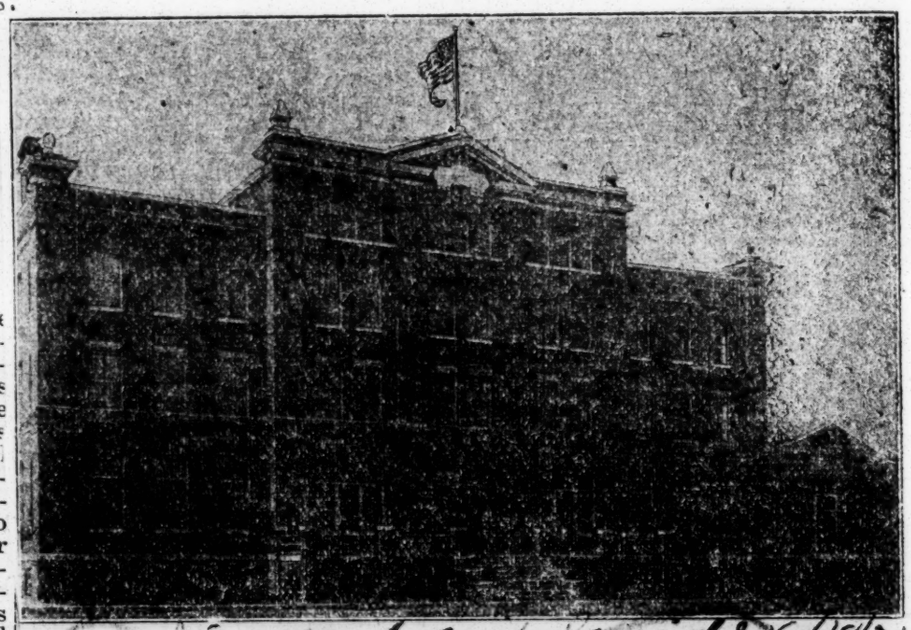
VIRGINIA NORMAI WILL RUN FOUR QUARTERS

Petersburg. — Arrangements have been made by which the Virginia Normal and Industrial Institute at Petersburg will hereafter run four quarters a year of twelve weeks each. Three quarters will constitute a full year's work. One of the four quarters will cover the summer months and will offer an unusual opportunity to graduates of high schools who desire to pursue their studies in the summer while teaching in the winter; to teachers who are already in service to pursue courses leading to the Institute's diploma and a higher certificate; and to those students who are deficient in subjects to make good their deficiences so as to enable them to graduate with their classes.

All courses, if demands are made for them, will be offered each quarter. Students can thus enter the Institute without suffering any disadvantage at the beginning of ecah quarter and graduates will evenutally be sent out at the close of each quarter. This arrangement will keep the doors of the Institute open the "year round" and it should accommodate at least a third more of students.

This plan will offer an unusual opportunity to that large body of teachers who desire to work for the Institute's diploma and a higher certificate than they now hold. Those teachers who hold the Elementary Professional Certificate can pursue courses leading to a Normal Professional Certificate. Courses will be offered also leading to the second grade and first grade Certificate and the Elementary Professional Certificate. The full High School Course, Agricultural Course, Home Economics Course, the various Normal School Courses leading to teaching in elementary grades, grammar grades, and high schools will be offered in the summer quarter. The regular Home Economics Course that satisfies the requirements of the Smith-Hughes Law for teaching Home Economics will also be offered. Special Courses will be offered in physical education for those teachers who desire to qualify for directors of play grounds and leaders in physical education in their communities. The Music Courses will also remain open during the summer quarter.

Those who are interested in the opportunities offered by this arrangement should write at once to the President of the Institute for full particulars.



Smallwood-Corey Industrial and Collegiate Institute, Claremont, Virginia

Under the Auspices of the Baptist General Association of Virginia and Its Affiliating Bodies.

Situated on the banks of the historic James River, away from the allurements and attractions of city life, overlooking Jamestown, and on the very spot where the second cargo of Negro slaves landed in America May 24, 1624.

Healthy location, beautiful buildings, purest of water, modern conveniences.

The courses of study cover a wide range of departmental work, including Industrial, Preparatory, Academic and College. A full and efficient corps of teachers. Co-educational.

For further information address,

R. J. LANGSTON, PRESIDENT

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

Education – 1921.

Mississippi.

Jeans Foundation and Other Boards.

JEANES TEACHERS IN MISSISSIPPI

Atlanta Independent

The state board of education of Mississippi reports twenty-four counties as employing Jeanes industrial teachers. They are charged with supervising industrial training in colored country schools, and with helping the teachers secure better homes, churches and schools. In April, 1921, these 24 teachers held 345 meetings, reaching 34,000 people. They report $2,163 raised for school improvement during the month, 43 toilets built, 107 homes screened, 25 painted, 75 whitewashed, 1,000 cleaned, 30 neglected children permanently cared for, hundreds of boys and girls enrolled in pig, corn and chicken clubs; and the summer's canning and preserving well under way. Through the co-operation of the state board the General Education Board these teachers will spend the summer looking after club work among mothers and children, the various activities covering the entire field of home interests.

NEGRO SCHOOL WORK.

Report Shows Results of Jeanes Fund Co-operation In State.

JACKSON, Miss., Nov. 15.—Information compiled in the office of Buras Hilbun, state supervisor of negro education, shows that the Jeanes fund, for the improvement of the negro rural schools, co-operated during the session ended June 30, 1921, with public school superintendents in 369 counties in 13 states.

The 272 supervising teachers, paid partly by the counties and partly through the Jeanes fund, visited regularly in these counties 7,976 country schools, making in all 34,611 visits and raising for the purpose of school improvement $394,407. The total amount of salaries paid to the supervising teachers was $214,033, of which the sum of $119,746 was paid by the public school authorities and $94,287 through the Jeanes fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the rural teachers; to introduce into the small country schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of schoolhouses and school grounds, and to encourage clubs for the betterment of the school and the neighborhood.

Besides the Jeanes fund, Mr. Hilbun's work receives aid from the John F. Slater fund for county training schools for negro teachers. This work began in the year 1911-12, at which time, at request of four county superintendents, the Slater fund aided in establishing county training schools in the four counties. The plan then instituted has met with such approval that for the year just completed 142 schools are reported with 848 teachers.

The complete report for the first and last years of the work was as follows:

	1912.	1921.
Number of schools	4	142
Number of teachers ...	20	848
Pupils in H. S. grades.	77	2,247
Salaries from public tax fund	$3,344	$340,821
For salaries from Slater fund	2,000	62,400
Average amount for salaries from public fund	838	2,422

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 17